

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 111
June 29, 2006**

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT
PROGRAM YEAR 2006 FEDERAL FUNDS DISTRIBUTION**

Background:

The Workforce Training and Education Coordinating Board is statutorily designated as the State Board of Vocational Education (RCW 28C.18.050) and is responsible for the receipt and distribution of federal funds for career and technical and workforce education. Each year the Board adopts the federal funds distribution matrix that identifies the purposes and amounts available to implement the Carl D. Perkins Vocational and Technical Education Act. The Act contains four categories of funding: basic grants for local school and community and technical college district programs and services; state leadership activities, including nontraditional training and employment preparation and services to individuals in state institutions; administration; and Tech-Prep education. There are both mandated and permissive uses of the funds.

The Consolidated Appropriations Act of 2006 contains \$1,287,142, 000 in total Perkins funding for Basic State Grants and State Tech-Prep Grants. This appropriation flows to states on a formula basis. Washington State's share is \$24,667,861 for the July 1, 2006, through June 30, 2007, program year. The flow of funds is contained in the attached Federal Funding Flow Chart. The methodology for distribution remains unchanged from the previous year, and the resulting allotments are contained in the attached funding distribution matrix. A summary of explanatory information follows the draft matrix and provides additional information on levels and uses of funds by the Board and the operating agencies. Also included is a summary of the relationship to *High Skills, High Wages 2004: Washington's Strategic Plan for Workforce Development*.

No changes are recommended for this coming year as we continue to monitor the reauthorization of the Perkins Act.

Finally, performance levels negotiated with the U.S. Department of Education for the coming program year (July 1, 2006, to June 30, 2007) are included here.

Board Action Requested: Adoption of the Recommended Motion.

RECOMMENDED MOTION

WHEREAS, The Workforce Training and Education Coordinating Board is designated as the State Board for Vocational Education [RCW 28C.18] to be the eligible agency to receive and distribute federal funding; and

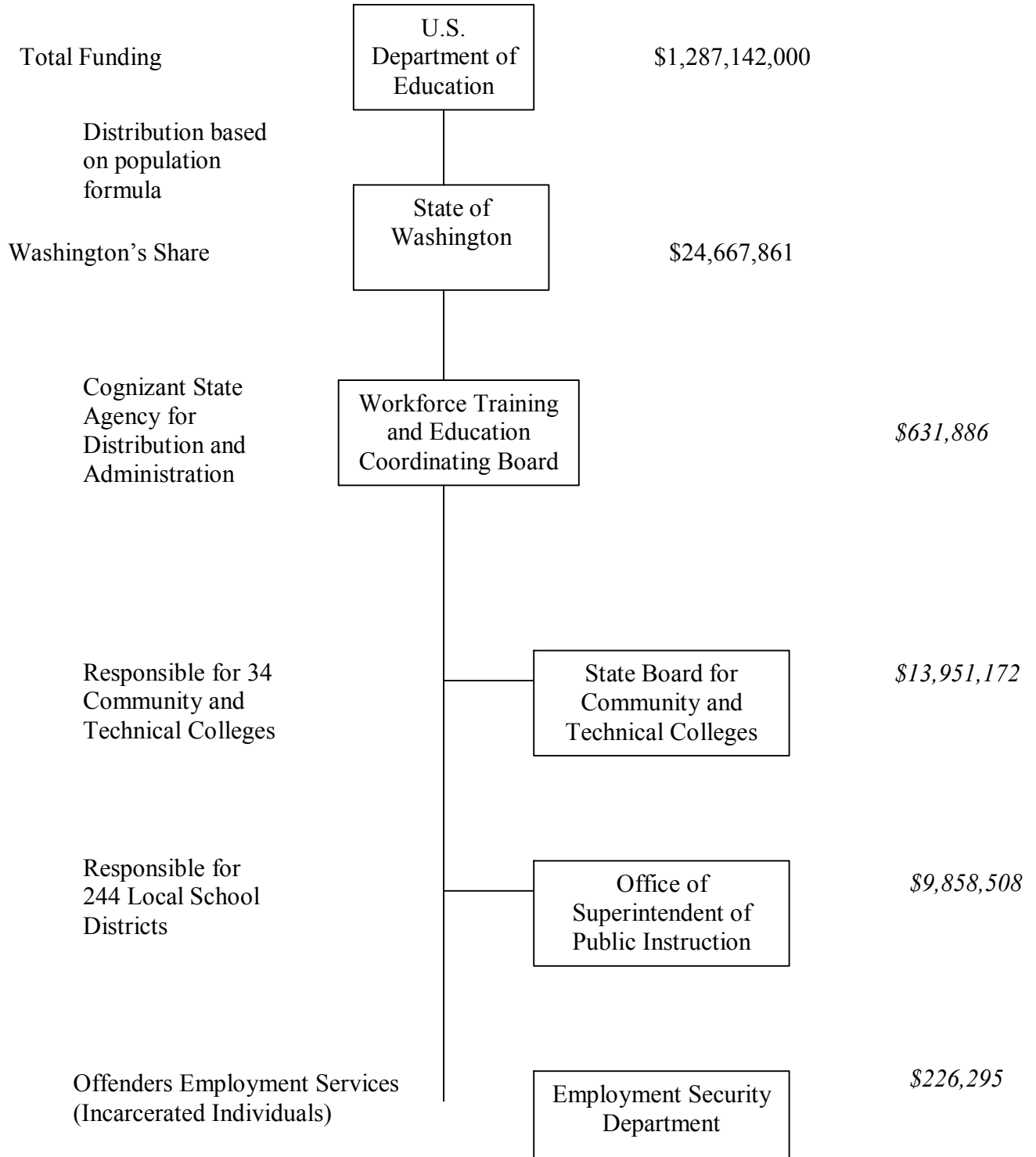
WHEREAS, The Workforce Training and Education Coordinating Board intends to make federal funds available to state agencies and, where appropriate, their subrecipients for use during the period beginning July 1, 2006, through June 30, 2007; and

WHEREAS, The Workforce Training and Education Coordinating Board intends to continue the distribution from the current year, including: postsecondary/secondary split of 56 percent to 44 percent, to include the postsecondary 10 percent reserve for Basic Grants; and same dollar amounts for the three agencies for State Leadership, to include contributions for nontraditional training and institutionalized services, and administration (with required state match);

NOW, THEREFORE, BE IT RESOLVED, That the Workforce Training and Education Coordinating Board approve the Distribution of PY 2006 Federal Vocational Education Funds (July 1, 2006, to June 30, 2007) and enter into agreements with its partner agencies to distribute the funds in accordance with the fund distribution matrix.

Carl D. Perkins Vocational & Technical Education Act
Basic Grants and Tech-Prep Grants
Federal Funding Flow Chart

2006 Appropriation



FEDERAL VOCATIONAL EDUCATION FUNDS

July 1, 2006 – June 30, 2007

Summary of Explanatory Information

The Carl D. Perkins Vocational and Technical Education Act includes mandated distribution of available funding as described below.

The bulk of the resources flow to the local level. Basic programs are funded at 85 percent. There are both required and allowable uses of these funds. Funds flow to local recipients (school districts and skills centers and community and technical colleges) through the Office of Superintendent of Public Instruction (OSPI) and State Board for Community and Technical Colleges (SBCTC) according to statutory formulas. The secondary/postsecondary split remains 44/56 percent. The law allows a 10 percent reserve of these funds to be exempt from the formula distribution requirements. This reserve may be used for rural areas, areas with high percentages or numbers of voc-tech students and communities negatively impacted by changes in Perkins III. The postsecondary system is again reserving the 10 percent available to them.

State Leadership is limited to 10 percent. Each agency maintains some Leadership funds for state level staff and other costs, which when combined with Administration, remains unchanged from previous years and is provided to each agency using the existing distribution formula. The remaining Leadership funds are shared equally between secondary and postsecondary to fund activities either directly undertaken by the agency or distributed to local recipients for targeted purposes. Required set asides include nontraditional activities (\$150,000 equally distributed to secondary and postsecondary) and the set aside provided to the Employment Security Department, Offenders Employment Services for programs for incarcerated youth and adults, including preparing offenders for eventual placement into mainstream employment and mini-grants for creative innovations and staff development (\$226,295). When fully combined, OSPI receives \$1,112,212; SBCTC receives \$824,349; and the Workforce Training and Education Coordinating Board (Workforce Board) receives \$100,093. In addition to the required preparation for nontraditional training and employment activities, OSPI continues to use its Leadership funds for career and technical education program standards reform work, skills standards collaboration, promoting transition beyond high school (5 P's – career pathways, portfolios, senior project, 13th year plan, and involvement of parents). SBCTC continues to use its funding to support regional clusters work, linkages with economic development, program improvement through best practices and innovations, integration of occupational and basic skills, conference support, and the required nontraditional services. Other uses for both delivery systems include professional development, curriculum development, assessment and accountability, and student leadership organizations. The Workforce Board uses its share to publish and distribute *Where Are You Going?* and for advocacy and the promotion of career and technical education.

Administration is limited to 5 percent and requires a dollar for dollar match. Each agency uses general fund state appropriations to meet this requirement. The Workforce Board is the designated state board for vocational education and is responsible for fund distribution, overall grant administration, including federal fiscal and programmatic reporting, evaluation and accountability activities, and liaison with the U.S. Department of Education. The Workforce Board uses an appropriate share for its work in unified planning, accountability, and system performance management activities. Publications associated with that work include: *High Skills*,

High Wages: Washington's Strategic Plan for Workforce Development; Workforce Training Results and Net Impact Study; Postsecondary Career and Technical Education Works; Secondary Career and Technical Education Works; The Workforce Development Directory; Workforce Focus Papers; and Annual Progress Report to the Legislature.

OSPI and SBCTC have responsibility for administration of their local recipients (244 local school districts and 34 community and technical colleges). This includes approval of local plans, fiscal and program compliance, monitoring, and other administrative activities.

Tech-Prep programs combine two years of secondary education with two years of postsecondary education in a nonduplicative sequential course of study. SBCTC administers the programs and promotes articulation agreements between colleges and high schools in 22 Tech-Prep consortia. Tech-Prep includes 5 percent for administration and 95 percent for programs.

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

Uses of the Funds Coordinating Perkins and High Skills, High Wages

The Workforce Board is the cognizant state agency responsible for the receipt and distribution of federal funds under the Carl D. Perkins Vocational and Technical Education Act (Perkins Act). Perkins funded activities at the secondary and postsecondary career and technical education (CTE) levels are managed by OSPI and SBCTC, respectively. CTE activities focus on continuous improvement of relevant and rigorous programs that lead to further education or entry into employment and are aligned with the state's strategic plan for *High Skills, High Wages*.

The goals and objectives *High Skills, High Wages* reflect the intent of the Perkins legislation, and we continue to use the required core performance indicators. The Act's requirement to assess the effectiveness of the training programs complements the assessment component of *High Skills, High Wages*. These assessments were the foundation for Washington's plan for improvement crafted to assist the institutions in meeting the state's performance targets.

We continue to use Perkins funds to:

- Connect challenging academic standards through development of the CTE Model Curriculum Frameworks. (OSPI)
- Identify occupational need based on local, regional, state, and/or national employment outlook data as part of the CTE course approval process. (OSPI)
- Link secondary and postsecondary vocational and technical education as part of the newly completed CTE Program Standards. (OSPI)
- Maintain a comprehensive website for CTE with a wide range of information for CTE instructors and administrators, including information on occupations and employment. (OSPI)
- Promote Navigation 101 as a comprehensive career and student guidance system at the secondary level. (OSPI)
- Provide dual credit opportunities for CTE students through expanded Tech-Prep articulation agreements. (OSPI/SBCTC)
- Provide funds for replication of Best Practices at the community and technical colleges. (SBCTC)
- Provide funds for Industry-Based Professional Development grants to enable postsecondary instructors to return to industry for skills enhancement. (SBCTC)
- Provide replication grants for programs serving nontraditional students, specifically targeting middle and high school students. (OSPI)

These activities align with the following goals and objectives from *High Skills, High Wages*:

- Develop competency-based education and training programs and modular curricula and assessments that are linked to industry skill standards. (1.1.3)
- Develop individual career plans that are integrated with a range of school programs to ensure all youth are aware of the link between learning and employment and their career options, including high-wage, high-demand occupations and nontraditional occupations. (1.2.1)
- Develop new programs and increase student enrollments in workforce training, especially in high-demand industry clusters, such as health care and information technology. (1.3.1)
- Partner with industries to provide facilities, faculty, and equipment in high-wage, high-demand fields. (1.3.2)
- Improve efficiency of student transitions by granting credit for prior learning, developing further statewide agreements for transfer and articulation, and increasing the availability of applied degrees. (1.3.3)
- Increase the number of individuals prepared to teach students for high-wage, high-demand fields. (1.3.6)
- Highlight and replicate best practices from around the state and nation in career and technical education. (1.3.7)
- Ensure all youth achieve the necessary core skills as established by industries in their chosen career pathway, including the achievement of the high school diploma or entrance into a postsecondary education or training program. (3.1.1)